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AUTHOR Shulman, Murray S.; Doughty, James F.
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ABSTRACT

The manual is intended to help school administrators regionalize special education services. The procedures described are modeled after those of a regional effort in Maine to address the needs of moderately and severely handicapped students. Four major steps are outlined: (1) establishing communication to clarify issues, gather information, and develop decision making processes; (2) gathering information regarding such aspects as space availability, funding, pupil age ranges and instructional settings; (3) providing governance in terms of goals and objectives, membership, board composition, cost sharing and budgets, and advisory committees; and (4) designing the program via process-oriented committees. A brief description of the history of the Southern Penobscot Regional Program for Exceptional Children is included to illustrate issues in regionalization. Appended material includes organizational charts, a needs assessment survey, and a summary of the administrative design. (CL)

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Regionalizing Special Education Programs in Maine
A Handbook for School Administrators
A Perspective of the Southern Penobscot Regional Program

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Prepared by

Murray S. Shulman
James F. Doughty

Edited by

John T. Kierstead

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1983

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Introduction

In the State of Maine, the primary hurdle confronting public school administrators and special educators in their efforts to provide public school programs for severely handicapped pupils is a lack of familiarity with this population of students. Among the school districts, severely handicapped students exist singularly or in small numbers. The historical practice of sending these pupils to special purpose private schools and/or institutions contributed little to the public educator's knowledge of either the pupils or the nature of programs needed to serve them.

During the 1977-78 school year, ten superintendents representing eleven school administrative units in Southern Penobscot County began to address the need for regionalized special education programs for their moderately and severely handicapped pupils. Although other special education programs, also regional in nature, existed in the State, the Southern Penobscot County effort was one of the first to focus on special education programs and to provide a unique administrative structure. Significantly, regionalization of special education services to moderately and severely handicapped pupils was accomplished in Southern Penobscot County without passage of special legislation to establish an organizational structure and without the necessity of employing a regional special education director and associated staff.[1] As a result, nearly all monies expended were utilized to directly serve the targeted handicapped student population. In the five years since initial efforts to regionalize special education services began in Southern Penobscot County, the administrative structure and specific programs' apparent success suggests that administrators of handicapped students in other school districts might benefit from the process that was followed.

Efforts in the development of this publication have focused on providing the reader with basic knowledge of a process successfully followed and included references to the problems and products of the participating superintendents in Southern Penobscot County. The authors recognize that, for different areas of the State, the process will probably lead to different outcomes. Ultimately, information presented herein will be most valuable in its broad application. It is intended to be of assistance to those of you contemplating the regionalization of special education programs.

We want to offer a special thanks to John T. Kierstead, the Director of the Division of Special Education at the time of the formation of the Southern Penobscot Regional Program, for his support of our efforts and for his assistance in editing this publication.

[1]It should be noted however, that the efforts of the Southern Penobscot Superintendents did result in legislation governing the regionalization of special education programs. (MRSA Title 20, Chp. 404, 3125)(3) (4).

STEP ONE: ESTABLISH COMMUNICATIONS

Regionalizing special education services requires careful planning. Careful planning requires useful communication concepts. The concepts utilized in development of the communications system are a central factor in the early stages of the planning process for regionalizing special education services. Communications should focus on specific goals and answer specific questions. Thus, communications should provide a greater understanding among and between the various parties involved with the handicapped children to be served.

For the purposes of regionalizing special education services, the primary goals of the communication process are (1) issue clarification, (2) information gathering and (3) decision making.

(1) Issues Clarifications:

There are several questions which may be asked in the area of issue clarification. Is it desirable to regionalize? Which programs or services should be regionalized first? Who should be involved in the regionalizing process? What program design is best for specific populations to be served within the limitations of the educational environment? How shall programs be reviewed and evaluated? How shall budgetary matters be handled? How shall policies that are regional in nature be generated?

(2) Information Gathering:

In the area of information gathering, several questions should be resolved. What needs to be known? What are the handicapping conditions of students within the area to be regionalized? What is the present instructional setting of these students? How does the handicapped population break down by instructional levels and age ranges? What is the available space?

(3) Decision Making:

In the area of decision making, it must be decided what process is to be followed to reach decisions. How shall the operational overview be developed and administered? How shall rules for governance and accountability be developed? How shall rules of finance and the budgetary process be developed?

In short, the communication process should map out strategies, questions and approaches to the regionalization process. The communication system should facilitate the establishment of an open exchange of knowledge and information regarding handicapped students to be served and the potential for public school program development in their behalf.

In Southern Penobscot County, efforts to provide a regional special education program began with a series of monthly meetings among the participating superintendents in the fall of 1977. Regular meetings provided stability to the initial efforts to regionalize and minimized the spread of misinformation regarding progress and potential hurdles to the cooperative effort of the superintendents.

Later in the process, when special education personnel (both public and private) began to plan specific programs and provide specific policy recommendations, more frequent regular meetings were arranged.

Flexibility and persistence characterized the communication process and contributed to the generation of programs and the development and maintenance of public moral support for public school programs for severely handicapped students in Southern Penobscot County.

Establishment of frequent, open communications will contribute to cooperative efforts among school administrators who intend to develop public school programs for handicapped pupils. Initially, it must be decided who shall participate in the process and who shall become the primary audience; what method to gather feedback will be adopted and how shall information be distributed. Involvement of other interested professionals and lay groups may be desirable or necessary sooner or later in the regionalization process, but such inclusion must be anticipated. Impulsive communications will affect the planning process in a negative fashion.

STEP TWO: GATHER INFORMATION

Both the state and federal governments require public schools to provide information regarding the educational placement of handicapped pupils. This information generates knowledge of handicapped pupils, particularly the instructional settings in which they are being served. Efforts to regionalize special education services and programs must be sensitive to the notion of "least restrictive educational environment".[2] Fortunately, the forms used by federal and state governments are conveniently organized into a cross-sectional view of special education students by their primary handicapping condition and their educational setting. Ideally, handicapped students move towards regular classroom placement from the extreme placement in a special purpose private day or residential school or state operated institution through a segregated day public school classroom into a regular public school class, or self-contained or resource room and finally into a regular classroom with no required special education services. This is often referred to as a "cascading system".

Unfortunately for the purposes of developing specific programs, the federal and state report forms require that the population served be divided into discrete age-groupings (3-5, 6-18, 19-21) and/or consecutive ages 3 through 21 and are of little use when planning elementary, junior or senior high school classes by age groupings. It is suggested that during the initial collection of pupil information specific age groupings of students to be served be gathered. This will prevent the necessity of gathering such information at a later date for the generation of potential classrooms and programs. It is further suggested that particular attention be given to class size and organization as specified by Maine Regulations (C. 101.10 B-R).

With a knowledge of the age ranges and instructional settings of handicapped students being served, decisions may be reached regarding which populations require program development. For example, a logical move, consistent with federal and state law, is the movement of students from special purpose private day or residential schools and state operated institutions into public school and/or separate classroom settings. (This was the approach adopted in Southern Penobscot County.) Of course, other possibilities exist: e.g. populations of students already served in public school environments may be regrouped, cooperatively, by age-range for more efficient delivery of special education services.

[2]MRSA Title 20, Chp. 404, 3121 (2) "Least Restrictive Educational Alternative. It is the policy of the state that exceptional children be educated with children in regular programs to the maximum extent possible. Removal of exceptional children from the regular educational environment shall occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplemental aids and services, or education in self-contained classes within the regular school program, cannot be satisfactorily accomplished. Placement of exceptional children in residential schools or institutions or in private day schools or programs shall be authorized only after supporting evaluative data justifying such placement have been submitted to and approved by the Commissioner."

Other data collected might document issues or concerns in the areas of funding, transportation, educational programs, support services, service delivery or cooperation, etc. Questions which arise regarding efforts to change programs for handicapped pupils generally are most effectively answered if there has been some formal, cooperative evaluation providing support for the need for change.

Questions leading to better knowledge of the present overall status of special education programs and personnel will be useful towards coordination and cooperation. Numbers of professionals, paraprofessionals, supportive staff and special education directors serving the handicapped pupils in different instructional settings (separate class, resource room, etc.) will assist in reaching decisions about the potential development of regional programs. For example, a school district with an already existing supportive staff for hearing impaired pupils may be a desirable location for such a program and may avoid the employment of new staff in a new location. Similarly, the use of existing local special education directors for program coordination, monitoring and evaluation may be more cost-effective than the funding of a regional special education director, office staff and space. You may be able to use the program review report provided by the Division of Special Education to assist in this effort.

Gathering information regarding possible space utilization and space availability is crucial in developing cooperative regional programs for handicapped pupils. What classroom space is being used or is available and its location are both helpful and essential in identifying space available for programs. When combined with the location of students to be served, this information can help to answer questions regarding student proximity to the programs which will serve them and questions of transportation coordination.

A needs assessment, listing requirements of federal and state law in the provision of services to handicapped pupils will generate areas of concern and the need for technical assistance to the region being formed. Such an inventory will sometimes yield previously untapped resources and areas of potential mutually supportive assistance. (See Appendix C--Needs Assessment)

Finally, the Division of Special Education collects information on all programs, personnel and students in your geographic area. The utilization of this information may greatly assist you in your data collection efforts.

STEP THREE: PROVIDE GOVERNANCE

No single factor is of more importance to the successful formation of a region than the structure(s) it adopts as a method by which to operate.

The governing structure, necessary to the establishment of any legal entity, should facilitate the achievement of the goals and objectives of that entity. The extent to which goals and objectives will be met logically relates to the policies adopted and decisions made within the governing structure that serves as the region's operating foundation.

Management practices, consistent with the legal operation of Maine schools, must be adopted and implemented. Specifically, these practices should fulfill both the letter and spirit of the Special Education laws of Maine, (Title 20, Section 3125)[3] and the federal government (PL 94-]42), as well as the Maine School Finance Act.

The governing structure adopted by Southern Penobscot County (Appendix A) gave careful consideration to the following:

1. Goals and objective(s) - This step will require that precise statements be written to offer a clear direction for the services to be provided and the approach(es) necessary to maintain the region's integrity.

[3] § 3125. Methods of providing programs.

1. Local programs; approval. An appropriate program for exceptional children may be established by any administrative unit operating schools. The program shall be approved by the commissioner with respect to requirements for admission, qualification or certification of staff, plan of instruction, adequacy of facilities and supportive services, professional supervision and teacher-student ratio.

2. Contractual programs; approval. An administrative unit may arrange with or tuition to another administrative unit or any public or private school agency or institution for the education of exceptional children. Any program for exceptional children offered by a public or private school, agency or institution shall be approved by the commissioner with respect to the components listed in subsection 1. If arrangements are effected with a public or private school, agency or institution, they shall be in accordance with guidelines and regulations established by the commissioner and shall be described in a contract which shall be subject to approval in advance by the commissioner.

3. Regional programs; plans; approval. An administrative unit may enter into a cooperative agreement with 2 or more administrative units in order to provide regional programs or supportive services for exceptional children.

2. Membership - The region must be designed to serve a specific school population and the resulting geography. Once established, Board representation can be determined and administrative roles can be determined.

3. Board Composition - Once the number of Board members has been determined, the selection of Board members must comply with the one man--one vote principles of governance. This fact will require a careful review of representation and/or school systems.

4. Cost Sharing and Budgets - The method(s) by which tuition is to be changed must be determined, if tuition is to be charged. The cost of administering the region, if any, must be determined. Proper budget controls must be established.

5. Advisory Committees - The role of the special education teachers and/or directors currently operating in the geographic area to be served by the region should be clearly defined and incorporated into the administrative functions of the region. This is equally true of parent and community groups who may serve on this committee.

[3] § 3125. (Continued)

A. Programs and services established through this agreement shall meet the requirements of subsection 1.

B. Programs entered into under this section shall specify that:

(1) One of the administrative units shall serve as fiscal agent;

(2) No requirement exists for separate budget approval and taxation; and

(3) No school construction be proposed for special education purposes.

C. A plan for regional programs shall be subject to the approval of the commissioner prior to the implementation of any programs and shall specify:

(1) The objectives and functions to be performed by the regional programs;

(2) The method of fiscal operation and cost sharing;

(3) The method of entering into and withdrawing from the agreement;

(4) The method of administering the regional program;

(5) The method of involving parent and community participation; and

(6) The member administrative unit which shall act as fiscal agent for the regional program.

D. The regional program shall be supported by funds included in the special education appropriations of each of the member administrative units.

4. Other. In addition to, or in place of, those methods listed in this section, an administrative unit may make any other provisions, subject to approval in advance by the commissioner, to insure the education of all exceptional children.

6. Administrative Officers - The Superintendents representing the public schools to be served by the region must provide the administrative leadership to the region. It is important to clearly define the role of the region Superintendents in a way that allows their advice and recommendations to become a functional part of the total operation.

7. Fiscal Agent - The Superintendent should designate on a regular basis a member Superintendent to serve as a fiscal agent. The fiscal agent designee should have budgetary responsibilities when required and serve as the chief administrative officer of the region when regional grant applications are needed or when it is determined that regional personnel will be hired.

The organizers of the region and those to be served by regionalization (ie. parents, social agencies, other community groups, etc.) must have a clear understanding of how the region is to function. This understanding can best be served by drawing upon a simple organizational chart that depicts the relationship of the various regional components to the whole. (Appendix B, Nos. 1, 2 and 3)

STEP FOUR: DESIGN PROGRAM

The resolution of questions dealing with numbers of pupils, their handicapping conditions, in what environment their educational programs exist, (see Gather Information)(Step 2) leads directly to the design of instructional programs.

The formation of program committees, including public and private educational personnel and parents (with representation of a local superintendent) proved useful in Southern Penobscot County and, time permitting, is recommended as an approach to the development of specific regional programs. Such committees perform several important functions:

First, they provide an organized forum for discussion of both specific and general concerns.

Second, they reduce the potentially explosive development of informal communication lines which carry with them increased risk for the distortion of information;

Third, the symbolic and functional nature of a committee approach to program design will help insure that programs will be successful, generating both community and professional support; and

Fourth, careful reflection by a group of interested professional and lay people has a greater probability of yielding reflective results than the arbitrary decisions of any individual or single group of people.

It is important to note that, while a process-oriented committee approach is recommended for developing regional programs for handicapped children, clear goals and process deadlines should be considered. Dates for the presentation of program designs and budgets should be established early and, with flexibility, maintained. Presentation of recommended budgets in timely fashion to the groups responsible for approving those budgets will assure an orderly start for a new program.

SYNTHESIS: THE SOUTHERN PENOBSCOT REGIONAL PROGRAM FOR EXCEPTIONAL CHILDREN

The cooperative efforts of ten superintendents in Southern Penobscot County began late in the fall of 1977, to pursue regionalizing special education services. Their working document, The Southern Penobscot Regional Program for Exceptional Children: Plan for Implementation 1978-79, published in 1978, (APPENDIX D) established an outline of programs and an administrative structure which has proven effective during two and half years of regional special education efforts.

Historically, the Southern Penobscot Regional Program for Exceptional Children was formed during the 1977-78 school year. Stated goals of the Regional Program were:

1. Expand public school programs to serve the severely handicapped;

2. Monitor special education service delivery within the Region;

3. Improve screening and evaluation techniques required under state and federal laws;

4. Offer broader special education services for handicapped children;

5. Increase ability to secure adequate state and federal revenues for regional expansion in the area of special education.

The original plan called for the opening of public school programs for one hundred and fourteen students served variously by private day schools for moderately and severely physically handicapped, maturationally handicapped (mentally retarded), learning disabled, multiple handicapped, and behaviorally handicapped (emotionally disturbed). These students were to be housed in ten self-contained classrooms spread throughout the Southern Penobscot County Region.

With pressure from the targeted private schools, parents of handicapped children served in those settings and media attention, regional superintendents opted for a planning year before opening public school day programs to replace the existing private school structure. A regional special education coordinator and her office staff were employed utilizing Title VIB discretionary funds supplied by the Division of Special Education, Maine Department of Educational and Cultural Services. Her employment during the 1978-79 school year resulted in an enormous private-public school effort to design programs to provide handicapped pupils with appropriate public school day programs. The eight-month effort resulted in a program for behavior handicapped and learning disabled students being located in Old Town at St. Joseph's School and a program for maturationally handicapped (mentally retarded) students being located in schools throughout the Brewer School System. Each program enrolled between forty and fifty students aged five through twenty at the beginning of the 1979-80 school year. One result of the cooperative planning year was a significant increase in per pupil costs. This was attributed to three factors: (a) the region experienced significant start-up costs; (b) public school teacher professional and paraprofessional salaries were significantly higher than corresponding positions in the private schools;

and (c) the programs provided by the private schools had been discovered to need significant expansion. The regional special education coordinator's position, its task completed, was replaced by a ten-member Regional Advisory Board with representation from each of ten superintendents. Stipends were offered to these professional special educators for their extra time and they, as had the regional coordinator, began reporting to the Executive Officers (superintendents) who in turn made program and policy recommendations to the Regional Board of Directors (ten school board members from throughout the region). This remains the administrative structure of the Southern Penobscot Regional Program for Exceptional Children.

During the 1980-81 school year, plans to provide a public school program for multiply handicapped students residing in the Southern Penobscot region were completed. As had occurred previously, the program development was the result of cooperative private and public school efforts and the Division of Special Education Maine Department of Educational and Cultural Services. The program, serving fifteen students aged five through twenty, was located at the Downeast School and opened in September of 1981.

Early in the 1981-82 school year, two programs of the Southern Penobscot Regional Program for Exceptional Children (those in Old Town and Brewer) serving behavior handicapped, learning disabled and maturationally handicapped students were nominated as effective practices by the Regional Resource Center at Trinity College in Vermont, thus capping two years of effective programming by the regional programs in those communities. The Downeast School Project in Bangor, serving multiply handicapped students in a regular public school separate class setting, was one of the first of its kind in the State of Maine.

APPENDIX A

Governance: Operational Overview

I. Preamble

There shall be established a Southern Penobscot Regional Program for Exceptional Children operated in accordance with laws of the appropriate State and Federal Governments. A Board of Directors shall be established as the governing body. Officers of the Regional Program shall consist of Executive Officers and a Director of Services. (After 1978, Executive Officers only)

II. Objective

The objective of the Regional Program is to provide any and all services for exceptional children that cannot otherwise be provided within individual administrative units. The region will expand educational opportunities for exceptional children while serving as the vehicle to arrange for the establishment of services to children within appropriate public school facilities.

III. Membership

The public school administrative units located in Southern Penobscot County may join the Regional Program for Exceptional Children by a majority vote of its governing board to join and accept the organizational plan. Units may withdraw their membership by a majority vote of their governing boards at least 60 days before the beginning of the next fiscal year and upon certification by the Board of Directors that all of the unit's fiscal obligations have been met.

IV. Cost Sharing

All member units shall be assessed their pro-rated share of all administrative costs to operate the region.

Each unit's pro-ration shall be determined by averaging the number of resident students enrolled as of October 1 and April 1 in the calendar year preceding the fiscal year operating budget of the Southern Penobscot Region. The pro-rated cost shall be paid in 12 monthly installments due the first of each month.

(1978-79) Administrative costs shall include monies for the salary of the Director of Services, the Resource Team's salary of the Program Evaluator, expenses of the Regional Advisory Board, clerical assistance, and all other administrative expenses to support a central office service. Administrative cost assessments shall be paid to the school administrative unit of the current Fiscal Agent.

(1979-) Administrative costs shall include monies for the stipends of members of The Regional Advisory Board, grant writing, publications, clerical assistance, mailings, and other administrative expenses on behalf of the Southern Penobscot Regional Program for Exceptional Children. Administrative cost assessment shall be paid to the school administrative unit of the current Fiscal Agent.

The tuition rate for attendance and programs offered by the Region shall be determined by dividing the program budget by the number of reserved spaces as determined by the Board of Directors at the annual budget meeting. Tuition payments shall be made directly to the member unit responsible for housing the specific program for which tuition is to be charged.

Tuition pupils may be accepted from non-member units on a space available basis. All tuition bills snall be paid in ten monthly installments beginning on September 15 and ending June 30, unless otherwise arranged by the sponsoring member unit.

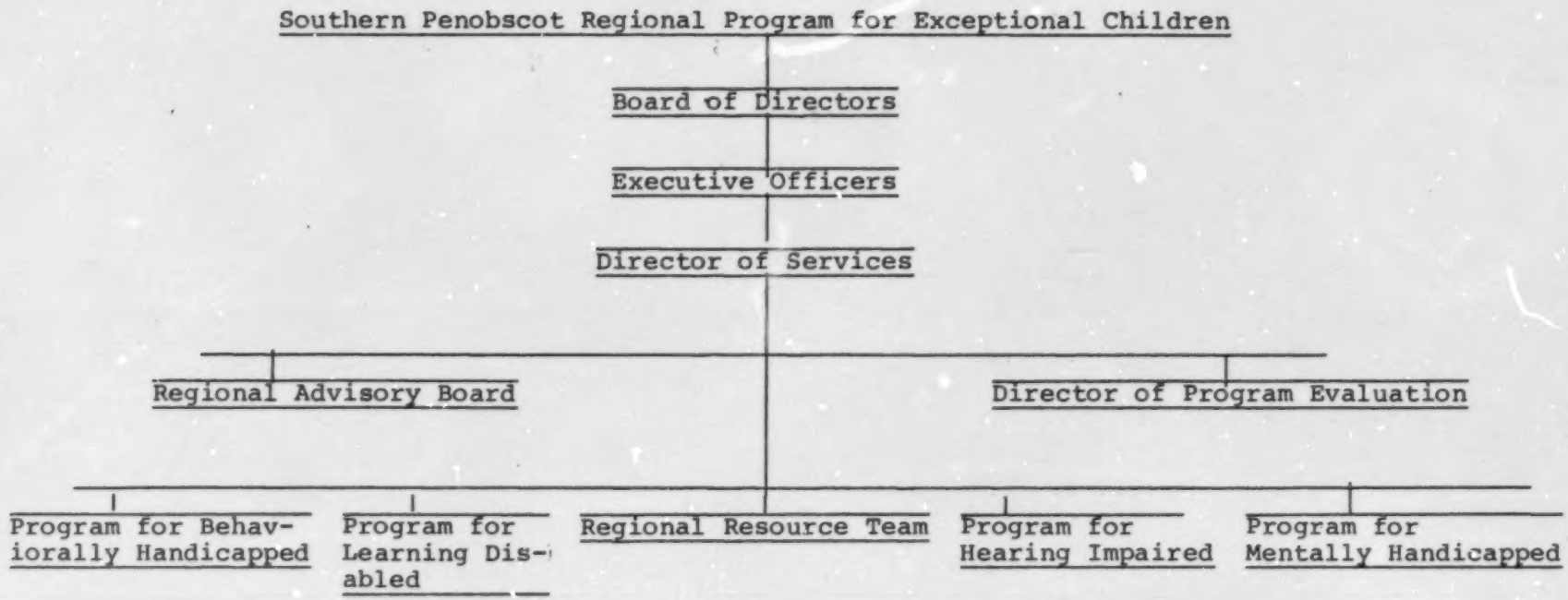
The tuition charges for each program may be adjusted monthly and shall be adjusted as of June 30 of the current fiscal year to reflect the actual operating cost of the program. In the event that an established program is offered without all reserved spaces being filled, the member units will absorb any loss of tuition receipts through the Region's per pupil assessment.

V. Transportation

The transportation of public school children to regional programs shall be the responsibility of each member unit within the region. Whenever possible, the Executive Officer and/or his designated staff member shall coordinate a system of transportation to minimize the cost while maximizing efficiency.

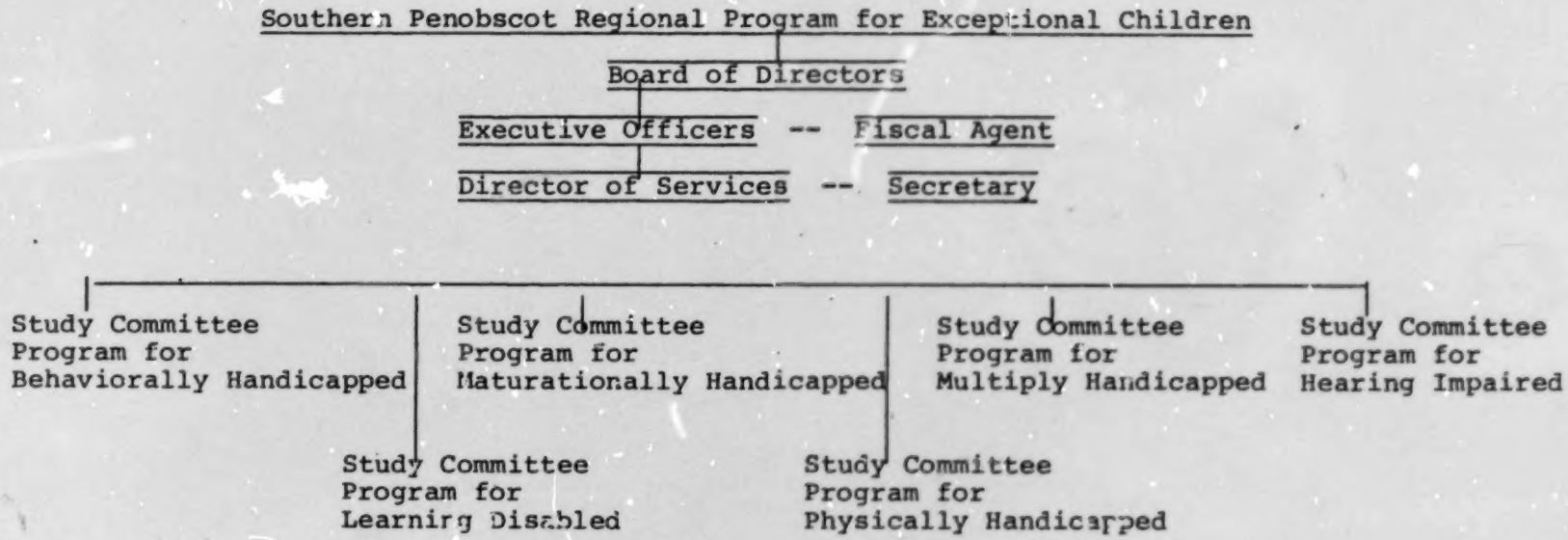
APPENDIX B No. 1

ORGANIZATIONAL CHART Proposed 1977-78



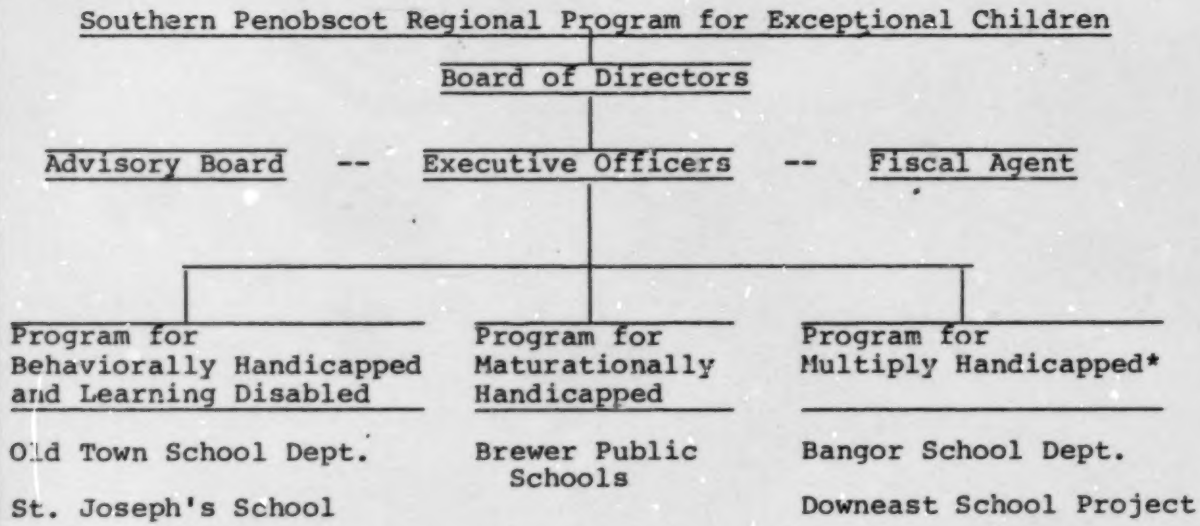
APPENDIX B, No. 2

ORGANIZATIONAL CHART 1978-79


Southern Penobscot Regional Program for Exceptional Children
Board of Directors
Executive Officers -- Fiscal Agent
Director of Services -- Secretary
Study Committee Program for Behaviorally Handicapped
Study Committee Program for Learning Disabled
Study Committee Program for Maturationally Handicapped
Study Committee Program for Physically Handicapped
Study Committee Program for Multiply Handicapped
Study Committee Program for Hearing Impaired

APPENDIX B, No. 3

ORGANIZATIONAL CHART 1979 -



* Began 1981-82 school year

APPENDIX C

PENOBSCOT AREA SPECIAL EDUCATION INVENTORY AND SERVICE NEEDS ASSESSMENT*

Completion of the enclosed forms is essential to establish the present population level of program development in special education for the Penobscot area. Your assistance in providing this information is, therefore, necessary for cooperative programming and staffing for handicapped pupils. This survey covers five areas: I. Enrollment of Handicapped Pupils 1977-78; II. Educational Personnel Provided for Handicapped Pupils; III. Supportive Personnel and Services Provided for Handicapped Pupils; IV. Special Education Pupil Organization-Public School Rooms; V. Need Assessment: Service Provision to Meet Criteria of the Education of All Handicapped Children Act; and VI. Additional Comments.

Please return the enclosed forms to Superintendent of Schools.

Administrative Unit: _____ Address: _____

Person Completing Forms: _____ Telephone Number: _____

* As completed by member units, S.P.R.P.E.C. during 1977-78.

I. Enrollment of Handicapped Pupils 1977-78*

Major Handicapping Function (Count each child only once)	Number of Pupils Placed in Private Facilities		Indicate the area(s) in which the use of private facilities presents difficulties.			
	Part Time	Full Time	Funding	Transportation	Service Delivery	Cooperation
A. Mental Dev. or Maturation (M R)		43	5	6	4	5
B. Audition (Hearing Impaired)						
C. Audition (Deaf)		8	1	1	1	
D. Speech/Language (Speech Impaired)						
E. Vision (Virtually Impaired)						
F. Behavior (Emot. Handicapped)		19	3	2	2	2
G. Physical Mobility (Orthoped. Handicapped)		15			1	
H. Other Health Impaired						
I. Cerebral or Perceptual (L-D)		22	3	3	2	3
J. Deaf-Blind						
K. *Multi-Handicapped		11	3	2	3	2
L. TOTAL		118				

*This page is to be completed by the Superintendent of Schools.

II. Educational Personnel Provided for Handicapped Pupils*

Type of Special Education Personnel	Full Time or Part Time	Number Employed 1977-78	Type of Service Delivery (Resource Room, Classroom Itinerant Teacher, Other)	Number to be Employed 1978-79 (+ or -)
Educable Mentally Retarded		Full Time 20 Part Time 3/4	Classroom Resource Roor	
Hearing Impaired		Full Time 1 Part Time 1	Classroom	
Speech Therapist		Full Time 9 Part Time 3	1 Itinerant	+1/2
Physical Therapist				
Learning Dis-abilities		Full Time 15 Part Time 2	Classroom Resource Room	+1
Teacher of the Blind				
Emotionally Disturbed		Full Time 0 Part Time 2	Classroom Resource Room	
Trainable Retarded		Part Time 1		
Director of Services for Exceptional Children		Full Time 4 Part Time 2	Administrative	
Other (Specify)		Full Time 4 Resource Room Teachers		Clerical 1

*Unduplicated List: Please indicate primary instructional or administrative responsibility.

III. Supportive Personnel and Services Provided for Handicapped Pupils

Type of Special Education Supportive Personnel or Service	Full Time or Part Time	Number Employed 1977-78	Number to be Employed 1978-79
Audiologist			
Psychologist		Full Time 1	Full Time 1
Occupational Therapist			
Recreational Services			
Medical Services (Diagnosis and Evaluation only)	Full Time 1 Part Time 1		

IV. Special Education Pupil Organization - Public School Rooms

Type of Organization	Total Number of Rooms Available for Special Education Use*	Number of Rooms in Use 1977-78	Projected Number of Rooms Needed 1978-79
Segregated Plan: Special classes or school not on the same site as regular school.	16	16	
Partial Segregation: Section of regular school reserved for special education classes, or special education school on the same site as regular school. No plan to specifically integrate children with regular classroom activities. Partial integration recognized by attendance at school assemblies, lunch room, etc., where feasible.	3	3	4
Cooperative Plan: Special education class or classes in which pupil may spend some portion of the day in the regular classroom.	13	11	10
Resource Room: Pupil registered in regular classroom, does all his work with the regular group, and only goes to the resource room and the special education teacher for materials and special training.	21 (3 inadequate)	21 (3 inadequate)	27

*Unduplicated list by least restrictive possible use.

V. Need Assessment: Service Provision to Meet Criteria of the Education of All Handicapped Children Act

Under provisions of P.L. 94-142, public school systems must provide the following services for handicapped pupils. Please identify your present level of need for personnel to fulfill the following functions:

		Great Need	Moderate Need	Little or No Need
1.	Screening of all students	2	4	6
2.	Provide for the education of all children with handicaps.	3	6	5
3.	Take appropriate steps to insure that all children with handicaps are eligible for participation in all programs and activities provided or sponsored by the schools as all other children are eligible. (Insure non-discrimination)	0	8	4
4.	Provide adequate funding to assure a free appropriate public education at no additional expense to that child's parents or guardian.	2	6	5
5.	Insure that testing and evaluation materials and procedures that are used for the purposes of evaluation of children with handicaps will be selected so as not to be culturally discriminatory.	1	1	10
6.	Fulfill the "mode of communication" requirement. (Evaluators must consider the child's mode of communication).	1	1	10

	Great Need	Moderate Need	Little or No Need
7. Provide each child with a written individualized educational plan (I.E.P.) including: a. a statement of present levels of educational performance, b. a statement of annual goals, including short-term instructional goals, and c. a statement of specific educational services to be provided to each child and the extent to which each child is able to participate in regular educational programs, and d. the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being met.	1	9	2
8. Provide for related services. (Defined a transportation and such developmental, corrective and other supportive services as may be required to assist a handicapped child to benefit from special education, including the early identification and assessment of handicapping conditions.)	6	5	1
9. Provide for the establishment of procedures to insure that, to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.	2	5	5
10. Provide for the right to due process of law. (Including the hearing procedure.)	1	4	7

VI. Additional Comment

A. "Basic support with certain philosophical guarantees."

B. "Need media and materials resource center."

C. "Particular need for evaluative services in various severely handicapping conditions."

D. "Provision for more pre-vocational and vocational assistance throughout the program."

APPENDIX D

NARRATIVE SUMMARY: ADMINISTRATIVE DESIGN

ADMINISTRATION:

It is axiomatic that administrative structure and policies can make or break the functioning of an organization. In organizations such as the Southern Penobscot Regional Program for Exceptional Children, designed in a rural, decentralized manner, it is even more important that the organizational structure be clear in assigning authority and responsibility while including as many of the key personnel as possible in the process of administration.

It is often the case with decentralized service systems that the needs of physically remote components may be partially or completely unmet. Because of the decentralized manner and potential size of the Southern Penobscot Regional Program for Exceptional Children, a Service-Evaluation design will be adopted. The evaluative component will be built into the Regional Program to provide information about potential areas of program expansion, reduction or relocation. Data regarding the daily operation of the Regional Program will also be available to assist with administrative decisions affecting all areas of programming. Information about program success rates, assistance with the writing of Individual Educational Plans and the monitoring of their completion will be facilitated. Few programs offer close scrutiny of the completion of the Individual Educational Plans. The Southern Penobscot Regional Program for Exceptional Children will quickly become a model for other regional programs for handicapped children.

BOARD OF DIRECTORS:

To carry out the purposes of the Southern Penobscot Regional Program for Exceptional Children, a Board of Directors will be formed. Each member of the Board will be an individual elected by the local Superintending School Committee to which he belongs. Members of the Board shall, in addition to their responsibilities and duties as Board members, report to their local Superintending School Committee matters having to do with the Southern Penobscot Regional Program for Exceptional Children.

Responsibilities and duties of the Board of Directors include the following:

1. Hiring an Executive Officer who will develop, implement and coordinate all activities of the Southern Penobscot Regional Program for Exceptional Children.

2. Implementing a rotation system for yearly selection of the Executive Officer.

3. Establishing a Charter, developing of policies and acting in accordance to their precepts.

Each member of the Board of Directors will report to and be accountable to his local Superintending School Committee.

Narrative Summary:

EXECUTIVE OFFICER:

The Executive Officer, a Superintendent of Schools of one of the area school systems selected by a rotation formula developed by the Board of Directors, will serve a term of one year and act as the authorized agent of the Board of Directors in implementing Regional Program policies. The Executive Officer will have full authority to operate the Regional Program in all of its activities and will represent the Board in all matters relating to it. The responsibilities and authority of the Executive Officer are defined in the job description and will also be addressed in the Charter and policies of the Board of Directors. These will include:

1. Preparing all federal, state and regional reports of the financial status of the Southern Penobscot Regional Program for Exceptional Children.

2. Developing and presenting budgets relating to the education of exceptional children to the Board of Directors.

3. Preparing and submitting all federal, state and regional reports of programs and finances for exceptional children as required.

4. Maintaining records required of the position.

5. Developing, with annual review, a Master Plan for the education of exceptional children. Also responsible for development of recommendations to the Board of Directors regarding expansion or reduction of services for exceptional children and the development of growth plans for those services.

6. Screening, interviewing and recommending applicants for positions in the Southern Penobscot Regional Program for Exceptional Children.

7. Nominating, rehiring and recommending promotion of staff to the Board of Directors.

The Executive Officer will report to and be accountable to the Board of Directors.

DIRECTOR OF SERVICES:

As one of the Southern Penobscot area Superintendents of Schools, the Executive Officer can devote only a portion of his time to the management of the Southern Penobscot Regional Program for Exceptional Children. It is fully acknowledged that he cannot complete all the responsibilities assigned to the position. Therefore, a full-time Director of Services will be nominated to the Board of Directors by the Executive Officer. The Director of Services has the responsibility for day-to-day management of the Regional Program and will report to the Executive Officer. As outlined in the job description, his duties will include:

1. Providing for appropriate special services for exceptional children and their parents.

2. Insuring that procedures for placement evaluations, assignment and reappriasal of students are in accordance with current state and federal laws.

3. Maintaining records required of the position.

Narrative Summary:

4. Developing and presenting budgets relating to the education of exceptional children to the Executive Officer.

5. Developing, with annual review, a Master Plan for the education of exceptional children. Recommending to the Executive Officer expansion or reduction of services for exceptional children and developing growth plans for those services.

6. Developing cooperative arrangements with other agencies as necessary.

7. Recommending rehiring or promotion of staff to the Executive Offices.

8. Establishing channels of communication among personnel employed by the Southern Penobscot Regional Program for Exceptional Children.

9. Maintaining an inventory of equipment purchased by the Southern Penobscot Regional Program for Exceptional Children.

10. Relating of matters concerning the Southern Penobscot Regional Program for Exceptional Children to the public.

11. Holding monthly meetings with the Regional Advisory Board.

12. Directing the activities of the Regional Resource Team.

13. Attending monthly meetings of the Board of Directors.

14. Assisting in the preparation and submission of all federal, state and regional reports of programs for exceptional children.

15. Assisting in the development of policies and procedures for the education of exceptional children.

16. Assisting in the writing and development of federal, state and local proposals as may be developed for exceptional children.

17. Assisting the Executive Officer in the screening, interviewing and recommending of applicants for positions in tne Southern Penobscot Regional Program for Exceptional Children.

The Director of Services shall report to the Executive Officer and, when requested, inform participating Superintendents and/or Superintending School Committees about programs, problems and progress. He shall be accountable to the Executive Officer.

REGIONAL ADVISORY BOARD:

In addition, the Southern Penobscot Regional Program for Exceptional Children will have a Regional Advisory Board. This Advisory Board will provide guidance and information to the Director of Services regarding matters of policy and local concern. Each member of the Regional Advisory Board will be a representative of a participating

Narrative Summary:

Local Education Agency and will be familiar with the status of special education programming in that Local Education Agency.

The Regional Advisory Board will report to the Dirctor of Services. Each member of the Advisory Board will be accountable to the Superintendent of Schools of his Local Education Agency.

DIRECTOR OF PROGRAM EVALUATION:

The Regional Program will employ the services of a Director of Program Evaluation. Central to the Service-Evaluation program design, the Director of Program Evaluation will have the following responsibilities and duties:

1. Providing information regarding operating characteristics of the Southern Penobscot Regional Program for Exceptional Children.

2. Establishing a method or methods for assessing individual educational progress.

3. Supervising and evaluating the assessment of individual educational progress.

The Director of Program Evaluation will report to and be accountable to the Director of Services.

PRIORITIES FOR FUTURE PROGRAM DEVELOPMENT:

Priorities will be set through a process of information flow to the Regional Program by the Director of Services and Executive Officer and interpreted to the Board of Directors who will have final authority to approve future program priorities. Input will be received through the ongoing evaluation of the Regional Programs by the Director of Services, with the assistance of the Director of Program Evaluation, and the Regional Program's Advisory Board. The Director of Services will recommend program alternatives to the Executive Officer who will, in turn, recommend program changes to the Board of Directors.

POLICY DECISION-MAKING:

Policy decisions will be made through a process involving the Director of Services with the assistance of the Director of Program Evaluation. Recommendations will be made to the Executive Officer who will propose policies to the Board of Directors of the Regional Program. The Board of Directors will act on these recommendations. The Board will then direct the Executive Officer to carry out the policy and that person, in turn, will delegate authority for implementation to the Director of Services.

JOB DESCRIPTION

Southern Penobscot Regional
Program for Exceptional Children

1.0 Title: Board of Directors

2.0 Objective: To carry out the purposes of the Southern Penobscot Regional Program for Exceptional Children.

3.0 Reporting: Members of the Board will report to their respective Local Education Agency.

4.0 Responsibilities and Duties:

-Hiring an Executive Officer who will develop, implement and coordinate all activities of the Southern Penobscot Regional Program for Exceptional Children.

-Implementing a rotation system for selection of the Executive Officer.

-Establishing a Charter, develop policies and act according to their precepts.

5.0 Accountability: Accountable to the respective School Board of their Local Education Agencies.

6.0 Requirements: Each member of the Board of Directors will be a member of a School Board of one of the participating Local Education Agencies in the Regional Program.

JOB DESCRIPTION

Southern Penobscot Regional
Program for Exceptional Children

1.0 Title: Executive Officer

2.0 Objective: Act as Agent of the Board of Directors of the Southern Penobscot Regional Program for Exceptional Children.

3.0 Reporting: Reports to the Board of Directors.

4.0 Responsibilities and Duties:

-Preparing all Federal, State and Regional reports of the financial status of the Southern Penobscot Regional Program for Exceptional Children.

-Developing and presenting budgets relating to the education of exceptional children to the Board of Directors.

-Preparing and submitting all federal, state and regional reports of programs and finances for exceptional children as required.

-Developing policies and procedures for the education of exceptional children.

-Maintaining records required of the position.

-Developing, with annual review, a Master Plan for the education of exceptional children. Will recommend to the Board of Directors expansion or reduction of services for exceptional children and will develop growth plans for those services.

-Screening, interviewing and recommending applicants for positions in the Southern Penobscot Regional Program for Exceptional Children.

-Nominating, rehiring or recommending promotion of staff to the Board of Directors.

-Length of term: One year.

5.0 Accountability: Accountable to the Board of Directors.

6.0 Requirements: Will be a Superintendent of Schools of one of the participating Local Education Agencies in the Regional Program and will hold Maine State certification as Superintendent.

JOB DESCRIPTION

Southern Penobscot Regional
Program for Exceptional Children

1.0 Title: Director of Services

2.0 Objective: Develop, implement and coordinate all activities of the Southern Penobscot Regional Program for Exceptional Children.

3.0 Reporting: Reports to the Executive Officer and will, when requested, inform regional Superintendents and/or Superintending School Committees about programs, problems and progress.

4.0 Responsibilities and Duties:

-Providing appropriate special services for exceptional children and their parents and insuring that procedures for placement evaluation, assignment and reappraisal of students are in accordance with current state and federal laws.

-Maintaining records required of the position.

-Developing and presenting budgets relating to the education of exceptional children to the Executive Officer.

-Developing, with annual review, a Master Plan for the education of exceptional children. Would recommend to the Executive Officer expansion or reduction of services for exceptional children and develop growth plans for those services.

-Developing cooperative arrangements with other agencies as necessary.

-Recommending rehiring or promotion of staff to the Executive Officer.

-Establishing channels of communication among personnel employed by the Southern Penobscot Regional Program for Exceptional Children.

-Maintaining an inventory of equipment purchased by the Southern Penobscot Regional Program for Exceptional Children.

-Relating matters of the Southern Penobscot Regional Program for Exceptional Children to the public.

-Holding monthly meetings with the Regional Advisory Board.

-Directing the activities of the Regional Resource Team.

-Attending monthly meetings of the Board of Directors.

-Assisting in the preparation and submission of all federal, state and regional reports of programs for exceptional children as required.

-Assisting in the development of policies and procedures for education of exceptional children.

JOB DESCRIPTION: Director of Services

-Assisting in the writing and development of federal, state and local proposals as may be developed for exceptional children.

-Assisting in the screening, interviewing and recommending of applicants for positions in Southern Penobscot Regional Program for Exceptional Children to the Executive Officer.

5.0 Accountability: Accountable to the Executive Officer for carrying out the responsibilities outlined under 4.0.

6.0 Requirements: Will hold Maine State Certificate as Director of Services for Exceptional Children. In addition, should have a Masters Degree in Special Education, a minimum of five years teaching experience, and administrative experience.

JOB DESCRIPTION

Southern Penobscot Regional
Program for Exceptional Children

1.0 Title: Regional Advisory Board

2.0 Objective: Provide guidance and information to the Director of Services.

3.0 Reporting: Reports to the Director of Services.

4.0 Responsibilities and Duties:

Advising the Director of Services on matters of policy and local concern.

5.0 Accountability: Accountable to their respective Superintendents of Schools.

6.0 Requirements: Each member of the Regional Advisory Board should be a special education professional representative one of the participating Local Education Agencies and familiar with the status of special education programming in his Local Education Agency.

JOB DESCRIPTION

Southern Penobscot Regional
Program for Exceptional Children

1.0 Title: Director of Program Evaluation

2.0 Objective: Develop, implement and coordinate a comprehensive program and system of evaluation special education services.

3.0 Reporting: Reports to the Director of Services.

4.0 Responsibilities & Duties:

-Providing information regarding operating characteristics of the Southern Penobscot Regional Program for Exceptional Children.

-Establishing a method or methods for assessing individual educational progress.

-Supervising and evaluating the assessment of individual educational progress.

5.0 Accountability: Accountable to the Director of Services for carrying out the responsibilities outlined under 4.0.

6.0 Requirements: Person holding the position should have a background in program evaluation in human services and demonstrated expertise in special education or a related field.

APPENDIX E

Regional Programs for Exceptional Children

There currently exist other models of regional programs for exceptional children in Maine. These programs have developed their own methods of service delivery, administration and funding. You may wish to contact them for information that will assist you in your efforts at regionalization. The list provided is not intended to be exhaustive and if we have left any regional effort from this list we apologize.

Program	Location	Contact Person
Capitol Area Regional Directors (CARD)	Winthrop Grade School Highland Avenue Winthrop, ME 04364	Kathryn F. Markochick Tel: 377-2500
Cumberland County Regionalization	P.O. Box 178 Gray, ME 04039	Larry Koch Tel: 657-3335
Hancock County Educational Cooperative	P.O. Box 37, Boggy Hill Road Ellsworth, ME 04605	Bill Breton Tel: 667-5388
Lake Region Vocational District	Box 80 Bridgton, ME 04009	Cheryl Steele
Southern Penobscot Regional Program	St. Joseph's School 26 Carroll Street Old Town, ME 04468	Murray Shulman Tel: 827-4441
Tri-County Regional Special Education Services	Dexter Primary-Middle School Abbott Hill Road Dexter, ME 04930	Kathy Mueller Tel: 924-3242
Tri District Services for Exceptional Students	30 Main Street Madison, ME 04619	Harvey Hayden Tel: 454-2126

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